



Year 4 - 2019 Term 2 Overview

Throughout this term, the students will continue to experience a range of learning activities which incorporate the ongoing development of the positive dispositions of the Habits of Mind and the Growth Mindset. These dispositions encourage reflection, high order thinking, creativity, problem solving, critical thinking and collaboration, and align with our school values of, 'I am a learner', 'I am a friend', and 'I am respectful'. The development of the Habits of Mind and a Growth Mindset, complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will continue to be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the learning areas.

The Habits of Mind are an identified set of 16 problem solving, life related skills. This term the focus will be on:

- responding with wonderment and awe
- striving for accuracy
- listening with understanding and empathy.



RELIGION

Creation: Living in Harmony

The understandings for this unit are that:

- the environment is given by God to be used and shared by all people
- Jesus Christ showed us how to live in harmony with God, creation and others
- the choices we make about the environment can have positive or negative effects on people and environments in other places
- the choices we make about how we use the Earth and its resources need to be just for all people.



Sacraments of Initiation - Baptism, the Eucharist, Confirmation

The understandings for this unit are that:

- initiation is the process of becoming a full member of a community
- through Baptism, Christians are welcomed into a new life in the Church
- through Confirmation, they are strengthened to be a sign of Jesus Christ's Holy Spirit in the world today
- through the Eucharist, Christians are nourished to live as Jesus Christ did and are united as one people.



INTEGRATED TOPICS

Who in the world are we?

The understandings of this unit are that:

- there are changes over time in the local community
- perspectives of people from the past are important and have influenced our community and nation
- people of diverse backgrounds have played an important part in the development and character of the local community
- European development has had many effects on our community
- there are various reasons for immigration to Australia.



MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding,

fluency, problem solving and reasoning. The development of mathematical skills relating to these proficiencies form the content of the units of work.

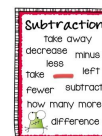
Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered:

Subtraction

To develop a range of mental and written strategies to represent and solve subtraction problems which involve subtraction through:

- counting back
- using a number line
- using a number chart
- formal algorithm.



Geometry:

To describe the key features of 2DI shapes and 3D objects by :

- making models of 3D objects using nets
- comparing and ordering 2D shapes
- combining and splitting common shapes
- identifying different types of angles.

Multiplication:

To develop a range of mental and written strategies to represent and solve multiplication problems through:

- skip counting
- groups of
- arrays
- recording multiplication tables facts
- making connections between multiplication and division.



Area:

To measure, order and compare objects using familiar metric units of area by:

- measuring the area of rectangles and squares by counting the number of square centimetres
- measuring and comparing areas of shapes using grid paper.

ENGLISH

Reading

This term, the students will be listening to the novel, 'Witches', by Roald Dahl.

The novel will be used as an example of a narrative text and to explore the following:

- character development
- how the author develops the plot
- the devices the author uses to engage the reader
- the impact of the setting on the storyline.



Throughout the term, a variety of text types will be used to further develop:

- comprehension skills - literal and inferential
- thinking and visualising (making a picture in your head) while reading.

Writing

The students will be continuing to explore the main parts and key language features of narrative and persuasive texts.

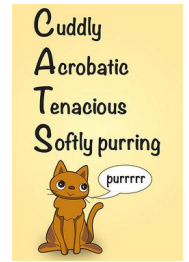
Through a variety of texts, the students will be given opportunities to:

- develop skills in planning, composing and recording these text types

- explore how to write compound and complex sentences
- develop an understanding of paragraphs as a group of sentences around a main idea.

The students will also be given the opportunity to read and write various forms of poetry such as:

- acrostic poetry
- colour poems
- limericks
- rhyming couplets.



Each week, the students will investigate an area of grammar or punctuation and then seek to include it in their own writing.

The students will be looking at:

- common/proper nouns
- quotation marks
- prefixes
- suffixes
- pronouns.

Spelling strategies will be developed through this year to assist the students to become independent and successful spellers.

The spelling patterns that will be explored this term are:

- g 'gg' as in 'girl' and 'egg'
- 'u' and 'o' as in 'umbrella' and 'monkey'
- 'h' as in 'house'
- 'ai', 'ay', 'a-e', 'a' as in 'snail', 'hay', 'cake' and 'lady'
- 'l', 'll' as in 'lizard' and 'bell'
- 'ee', 'e', 'ea', 'y', 'ey' as in 'bee', 'me', 'seat', 'baby', 'money'
- m, mm, mb as in 'moon', 'hammer' and 'thumb'
- i – e, y, igh, i ,ie, as in 'ice-cream', 'fly', 'night', 'spider' and 'pie'.

Speaking & Listening

The students have many formal and informal opportunities to develop their speaking and listening skills.

The focus will be:

- understanding the difference between the language of opinion and feeling
- continuing to practise active listening.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on Gratitude, Empathy/Kindness and Mindfulness. Lessons based on this project will be held every Wednesday throughout this term.



The topics that will be covered are:

- Building our emotional word bank - identifying different emotions, understanding that we can experience more than one emotion at time
- Feeling empathetic - effects of showing empathy towards others
- My Playground - understanding that we have many things to be grateful for
- Five Count Belly Breathing - developing strategies to help us meditate
- Emotions Influencing our Behaviour - developing strategies to deal with emotions.

HOME LEARNING and STUDENT DIARIES

Home Learning is handed out and collected each Monday. The students are encouraged to complete the following tasks:

- spelling (an activity based on their 5 spelling words for the week)
- maths (practising of number facts)

- reading (ten minutes each night, recorded in their diary).

The students are required to use their school diary as an organisational tool. At the beginning of each week, the students will record key events for the coming week. The diary is also used to record the texts the students are reading. Each week, the students are asked to have their diaries signed by a parent or guardian and to submit their diary to their classroom teacher every Monday.

DIGITAL TECHNOLOGIES



This term, the students will focus on learning to use the school's exciting new Lego WeDo2.0 kits. Using the 'Get Started Project', the students will be using Lego bricks and equipment and the software that has been loaded on to new ipads, to build and program (code) a range of working models that can be remotely controlled using Bluetooth. The immersive, 'hands on' tasks require the students to work collaboratively with a partner and will develop skills in:

- investigating, modelling, and designing solutions
- implementing basic programming
- collaboration and presentation
- asking questions and solving problems
- investigating, analysing, and interpreting data
- evaluating and communicating information.



Marisa Sibillin

msibillin@miivanhoe.catholic.edu.au

ITALIAN

The students will commence a revisional unit that covers vocabulary relating to:

- food
- numbers
- greetings
- colours
- family members
- months
- seasons
- animals
- shapes
- days of the week.

This will be achieved through:

- games
- songs
- interactive whiteboard activities
- craft activities
- puzzles
- bookwork
- online activities

Date for the diary: **Italian Day!** - Monday 17th June

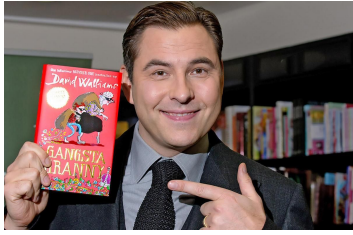
Signor John

jcruikshank@miivanhoe.catholic.edu.au

LIBRARY

This term, students will be immersed in an author study of children's fiction writer, David Walliams, and his books. The students will read and summarise books by David Walliams, engage in research,

discussion, comparing, contrasting and relating texts to themselves, other texts and real world examples.



The author study is designed to engage and assist to further develop:

- reading and writing skills
- critical thinking skills
- information literacy skills
- ability to make connections across the curriculum
- sense of themselves as belonging to a community of readers.

Activities will include:

- developing a timeline of when David Walliams' books were published
- engaging in 'Readers Theatre' and dramatising scenes from various books
- discussing different texts and students' responses to them
- creating a comic strip of a chapter
- making and playing a 'Bingo' game featuring a range of Walliams' characters.

This term, the students will continue to borrow and scan their own books, choosing from the Fiction and Non-Fiction collection.

Megan Holmes

mholmes@miivanhoe.catholic.edu.au

PERFORMING ARTS

The students will:

- continue to explore the playing of a variety of instruments
- identify contrasting sounds and how these can be used to perform and improvise music
- listen to various styles of music and discuss similarities and differences
- discuss how the elements of music can be used to communicate ideas and intentions in performance and composition
- learn about the major and minor chords and arpeggios on a glockenspiel and a piano
- be furthering their knowledge of music notation
- learn to sing songs and rehearse for the concert using the elements of music to shape and enhance the performance
- be introduced to the ukulele, string names, notes and chords
- further explore percussion instruments and rhythmic elements of music
- use imagination and experimentation to compose and improvise music using various percussion instruments and melodic ideas.

Simon Lewis

slewis@miivanhoe.catholic.edu.au

PHYSICAL EDUCATION

The students will:

- practise control, accuracy, precision and co-ordination when controlling a ball with a hockey stick.
- learn the rules of hockey
- practise cross country running around a marked course
- complete the 'beep test' to monitor fitness
- practise their hand-eye and foot-eye coordination, kicking, handballing etc., whilst practising these skills in a game situation.
- continue to participate in our class 'Garmin step counter' challenge
- continue to have the opportunity to take the 'PE Bag' home to use with their families.

Jules Brooks

jbrooks@miivanhoe.catholic.edu.au



SCIENCE

For the first two weeks this term, the Science classroom will have a chicken hatching program from Henny Penny Hatching. The students will have the opportunity to observe chicks hatching, study and compare chicks as they grow and develop; as well as hold the chicks and learn more about the needs of living things. Visit www.hennypennyhatching.com.au for more information.

The focus for the remainder of the term will then shift to the Physical Sciences where the students will be:

- investigating how forces can be exerted by one object on another through direct contact eg. applied forces such as pushing, pulling or indirect contact eg. gravity, magnetism
- observing how speed is affected by the size of the force applied to an object
- comparing and contrasting the effect of friction on different surfaces
- exploring the forces of attraction and repulsion between magnets.

Janelle Baldwin

jbaldwin@miivanhoe.catholic.edu.au

VISUAL ARTS

Art this term promises to be full of colour and fun. The students will be working towards creating finished artworks using a range of different techniques and styles.

- Optical Illusion Art - this form of art was an art movement that occurred in the 1960s. This type of art creates the idea of movement on a two dimensional surface by tricking the eye with a series of optical illusions. The students will look at works done by important artists in this field such as, M.C. Escher, Bridget Riley and Frank Stella.
- Van Gogh's 'Sunflowers' - the students will be studying this famous artist and his famous flowers. The students will learn about Van Gogh's painting techniques and use these techniques to create their own art piece.
-



Jules Brooks

jbrooks@miivanhoe.catholic.edu.au

REMINDERS

Tuesdays:

- Physical Education Specialist - sport uniform to be worn
- Science
- Italian

Thursday - Performing Arts

Friday rotations:

- Digital Technologies
- Library - library bags required
- Visual Arts - art smocks required

IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

<u>Activity</u>	<u>Day</u>	<u>Date</u>	<u>Month</u>	<u>Time</u>	<u>Place</u>
Class Assembly	Wednesday	8	May	2:50pm	
School Assembly	Monday	13	May	9:00am	
Celebration of Learning	Monday	20	May	9:10 -11am, 2 - 2:45pm, 3:30 - 4pm, 5 - 6pm	Year 4 classroom
Day in May	Wednesday	22	May		
National Simultaneous Storytime	Wednesday	22	May	11am	Year 4 classroom
Year 4 & Year 5 Family Parish Mass	Sunday	26	May	9:30am	Mary Immaculate Church
School Assembly	Monday	27	May	9:00am	
Italian Day	Monday	17	June		
Reports sent home	Friday	21	June		
School Assembly	Monday	24	June	9:00am	
Students early dismissal	Tuesday	25	June	1pm	
Parent/Teacher Interviews	Tuesday	25	June	1:30 - 8pm	Year 4 classroom
SRC Movie Afternoon	Wednesday	26	June	2pm	
Parent/Teacher Interviews	Wednesday	26	June	4 - 6pm	Year 4 classroom
End of Term	Friday	28	June	1pm	

CLASSROOM TEACHER CONTACT INFORMATION:

Email addresses:

bhealy@miivanhoe.catholic.edu.au